

Programme 103.†

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(September to December, 1925.  
(January to March, 1926, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM I. (A and B)

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B For Bible passages see *The Bible for the Young*:  
(a) *Genesis*, lessons 17-22, inclusive, by Dr. Paterson Smyth (P.N.E.U. Office, 2/-); (b) *St. Mark's Gospel* (P.N.E.U. Office, 1/6), lessons 1-8, inclusive. [Suitable stories from *Genesis*, chapters 37, 39-46, inclusive; *St. Mark's Gospel*, chapters 1-9, verse 8 inclusive.] Teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. *Bible Atlas* (S.P.C.K., 1/-). (Optional) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.), or, *A Child's Book of Prayer*, by the Rev. J. E. Ward (Elliot Stock, 6d.).

Sunday reading (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 148-218. *The Story of Joan of Arc*, by Andrew Lang (Nelson, 1/6).

B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints* (Dent, 2/-), may be used.

A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Ruskin's The King of the Golden River* (Allen & Unwin, 1/-).

† The 103rd term of work set since the Parents' Union School began.



### Writing.

A *New Handwriting*\* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).

A Card 1, lines 3 and 4; card 3, lines 4 and 5, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).

B Card 3, lines 3 and 4; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

### Tales.

A *The Pilgrim's Progress*\* (R.T.S., 9d., or, better, 2/6), Part I., from "The Valley of Humiliation" to "The Pillar of Salt." *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 5/-), pp. 101-145.

B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

### English History.

A *Our Island Story*,\* by H. E. Marshall (Jack, 10/6), pp. 230-285. Mrs. Frewen Lord's *Tales from St. Paul's Cathedral*\* (Sampson Low, 1/6), chapters 7 and 8.

B *Our Island Story*, pp. 88-128.

### Geography (see N.B. 9).

In every lesson there should be six map questions before reading letterpress, then reading and narration.

A *Ambleside Geography Books*, Book I.\* (P.N.E.U. Office, 2/6), pp. 81-96. *England and Wales*\* (Cambridge Press, 3/-), pp. 6-18 and 65-93. *The Children of Europe*, by R. J. Finch (Evans, 3/6), (Russia, Finland, Ukraine, Poland). Philip's *Atlas of Comparative Geography*\* (3/6 or 5/-). Be able to describe six places connected with recent events. Pace and make plans of the length and breadth of four rooms, two passages, two garden walks.

B *Ambleside Geography Books*, Book I., pages 1-11. *The World and its Wonders*\* (Cambridge Press, 2/9), pp. 38-74. Be able to describe six places Father and Mother have visited. (1) Describe and, (2), make in tray of sand, roads, parks, streets near home.

### Natural History.<sup>1</sup>

A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).

A *Trees and Shrubs*\* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 43-80: find and describe wild fruits and seeds. *Animal Life in the East*,\* by Martin Duncan (Milford, 1/6), pp. 5-44 (most of these animals can be watched in the "Zoo").

B *By Pond and River* ("Eyes and No Eyes Series," Cassell, 1/3); watch and describe (a) six birds, (b) animals. *Tommy Smith again at the Zoo*, by E. Selous (Methuen, 2/9), pp. 54-128.

Picture Study (see *Home Education*, pp. 307-311, for directions).

A & B Study reproductions of six pictures by Dirk Bouts\* (P.N.E.U. Office, 2/- the set): teacher see notes in the September No., 1925, of the *Parents' Review*.

### Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

A Pendlebury's *New Concrete Arithmetic* (Bell, 5d.), Year II.,\* Term I., or, *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 24-32, 34-38. Multiplication Tables 7, 11 (five minutes' exercise in every lesson). Tables to be worked out in money thus:  $9 \times 7 = 63$ ; 63 pence = 5s. 3d.

B Pendlebury, Year I., Term III., to be worked with dominoes, beans, etc.

### French<sup>2</sup> (see N.B. 3).

A *Le Livre Rouge* (Blackie, 2/6), pp. 34-43; *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/6), pp. 80-98. (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 1-7; children to narrate. For Upper I A teacher will find useful *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with music (Jackson & Sons, 8/6, letter box, 3/6).

B *Illustrated French Primer*, by Henri Bué (Hachette & Co., 2/6), pp. 45-54, 121-125, inclusive; words to be taught orally with pictures; or, better, *Cours de Français*, pp. 33-44.

A & B *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

<sup>1</sup> Teachers (overseas) will find it best to follow the books set, substituting local flora and fauna.

<sup>2</sup> Schools may substitute Irish or Welsh.



### Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/6 each) may be used. *Pencils should not be used*. Six wild fruits; six animals that you have been able to watch; scenes from your *Tales*, in brushwork.

### Recitations.

A & B Recite a poem (each child may choose a different one). Learn (A) 12 verses and (B) 6 verses from *Genesis* xli., and from *St. Mark* i., Psalm 19. One suitable hymn. *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); or, *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).

### Reading.

Children should visualize new words every day: see *Home Education*, page 240.

A Poetry and books used for History, Geography, and Tales.  
A & B Children who can read a little may use *The Beacon Readers*, Books III. (1/2), IV. (1/4), V. (1/4), and VI. (1/6), taught according to directions in *Teacher's Manual* (Ginn, 1/6), or, *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each), or, *The Banana Girl (Africa)*, (Milford, 6d.).  
B Reading taught as in *Home Education*, using *The Children's Letter Box*\* (2/6) together with *Dickory Dickory Dock: The Children's Reading Box*\* (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6).

### Music.

A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

### Musical Appreciation.

A & B *Beethoven from The Term's Work*, by C. H. Glover (Kegan Paul, 4/6).

### Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). A Christmas carol: *Christmas Carols*, edited by Sir J. Stainer, 1st series (Novello, 1/6).  
A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 12-15. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., 6/-), words and voice parts 2/- each, complete with music

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

### Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Skipping. Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6).

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

### Work.

A & B Help in house or garden. Make Christmas presents, e.g., *Decorative Table Mats* (Dryad leaflet, No. 18, 6d.). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series I., 8-10. *The Children's Sewing Book* (P.N.E.U. Office, 6d.). Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., four vols., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W. 1), e.g., act a play from *Plays in Rhyme for the Little Ones*, by M. L. Darvell and G. M. Tuffley (Evans, 2/6).

N.B. 1.—All children should spend two years (ages 7-9) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Number and French there must be no gaps, see Leaflet G.

N.B. 4.—Each child should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 5.—For methods of teaching the various subjects see *Home Education*, by C. M. Mason (P.N.E.U. Office, 5/6).

N.B. 6.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), and special clipped book post envelopes, 4d. for 3. single and double lines; School Hat Band (2/3), and The School Badge (silver, 4/6, metal, 9d). Boys' School Belts (2/3). Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 7.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 8.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.



N.B. 9.—During the revision of the *Ambleside Geography Books* alternative work will be set. This will not however prevent those members who wish to do so from continuing to use Book II., pp. 110-126 (Russia, Asia, Persia), for Form IA., instead of *England and Wales*.

N.B. 10.—Members are asked to remember that an average child should cover the whole programme suitable for his age.

N.B. 11.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

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### FORM I., (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

- A & B I. 1. Tell about (*a*), one of Joseph's dreams, *or*, (*b*), how he was sold by his brothers.
2. Tell (*a*), the story of how Pharaoh made Joseph a great man, *or*, (*b*), what happened the first time Joseph's brethren came to buy corn in Egypt.
- II. 1. Tell the story of (*a*), the man sick of the palsy, *or*, (*b*), of Jesus when He said to the sea, "Peace, be still."
2. Tell (*a*), the story of Jesus and the blind man, *or*, (*b*), how Jesus appeared talking with Moses and Elias.

#### Writing.

- A Write a line of poetry from memory.
- B Write, or print,—  
"A great moon rising round and bright."

#### Tales.

- A 1. Tell (*a*), how Christian met with Apollyon, *or*, (*b*), how Christian talked with Faithful.
2. Tell about (*a*), what happened to Ulysses in the land of the Cyclopes, *or*, (*b*), how Telemachus went to seek his father.
- B 1. Tell a short fairy story, *or*, one of Æsop's Fables.

#### English History.

- A 1. Tell the story of (*a*), Wat Tyler's rebellion, *or*, (*b*), how King Richard lost his throne.
2. Tell about (*a*), the Maid of Orleans, *or*, (*b*), Queen Margaret and the robbers.
3. Tell a story about (*a*), Lord Nelson, *or*, (*b*), Sir Ralph Abercromby.
- B 1. Tell about (*a*), the coronation of King Harold, *or*, (*b*), how King William of Normandy demanded the throne of England.
2. Tell about (*a*), the Battle of Stamford Bridge, *or*, (*b*), the story of Hereward the Wake.



### Geography.

- A 1. What does a map tell us about a country? Make a map of an imaginary county, putting in boundaries, rivers, towns and hills, with names.
2. Describe a journey (a), from the Thames to Portsmouth, or, (b), in Persia.
3. Tell about Ivan of Russia and his home. What do you know about the Ukraine?
- B 1. "People never come to an end of the world." Why? How can we see this for ourselves?
2. Tell six things about (a), France, or, (b), Italy.

### Natural History.

- A 1. Describe the leaves and the fruit of the beech, oak, horse chestnut, sycamore. Make two drawings, if you can.
2. What do you know about Old Slowcoach, the Tortoise?
3. Tell what you can about two of the strange flying animals of India.
- B 1. Tell what you know about (a), a dragonfly, (b), a stickleback.
2. What did "Tommy Smith" learn about the Hippopotamus at the Zoo?
3. Tell about one bird and one animal you have watched yourself.

### Picture Study.

A & B Describe "Elijah in the Wilderness," by Dirk Bouts.

### French (oral only). \*

- A 1. Tell, in French, the story of "Emile" (see picture p. 92, *Thémoin*), or, say something in French about 6 of the people on p. 38 (*Le Livre Rouge*).
2. Give the French names for 9 things that were bought at the market (p. 35, *Le Livre Rouge*).
3. Recite a French poem or part of *La Tortue et les deux Canards*.
- B 1. Say something in French about each picture on pp. 49 and 51 (*Buë*), or on pp. 38, 42, 43 (*Thémoin*).
2. Give the French names for six things that are used in the house.

### Number.

- A 1. (Bompas Smith) (a) Find the value of  $2648 \div 52$ . (b) How many bicycles, costing £13 : 10 : 0 each, can I buy for £67 : 10 : 0?
2. A clock ticks once in each second. How many ticks will it make between 9 o'clock (a.m.) on Sunday and 9 o'clock (a.m.) on Saturday?
3. A boy weighs 5 stones 8 ounces on January 1st. If he gains 3 ounces a week, how heavy will he be next New Year's Day? (14lb. = 1 stone),

- or, 1. (Pendlebury) 8 bananas cost 1/-. A man bought 9/- worth. If 17 were bad, how many were good ones?
2. In a wood there were 106 oak trees, 50 birch, 75 ash and 11 cherry trees. Half the trees were cut down; how many were left?
3. A postman's bag when empty weighed 1lb. When full on Christmas Eve it weighed 26lb. If the 4 parcels it contained were of equal weight, how heavy was each parcel?
- B 1. Tom bought Mary a paintbox and 12 paints. The box cost 2/- and the paints cost 2½d. each. How much did he spend?
2. The Christmas tree was 5ft. 8in. high and John was 3ft. high. How many inches taller was the tree?
3. There are 25 families of rabbits in a rabbit-warren. Ten families have 4 baby rabbits each, 12 have 3 each, and 3 have 5 each. How many little rabbits are there altogether?

### Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for Ulysses passing between Scylla and Charybdis, or, for a fairy story.
2. Some hips or other wild fruit.

### Recitations. \*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

### Reading. \*

Father to choose unseen passage.

### Music. \*

Examine in work done and report progress.

### Singing. \*

Father to choose an English and a French song, and I A. two tonic sol-fa exercises.

### Drill. \*

Drill, before parents.

### Work. \*

Outside friend to examine, but list of hand crafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on Saturday, the 12th, *with no other enclosure*. (Please note that the examiners take 7 weeks from the 12th.)

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.



N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (*a*) there is no numbered list of the subjects sent for examination, (*b*) the papers for each child are not fastened together, or (*c*) the name of the *member* does not appear, or (*d*) the totals of parents' marks are not given.

N.B. 4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully (*a*) the amount of written work expected in Form IA., (*b*) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.